DOCUMENT RESUME

ED 075 435 SP 006 443

TITLE	Strand I: Physical Health. Sensory Perception for Grades K-3.
INSTITUTION	New York State Education Dept., Albany. Curriculum Development Center.
PUB DATE	[65]
NOTE	18p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Curriculum Guides; *Health Activities Handbooks; *Health Education; Health Guides; Human Body; Physical Examinations; *Primary Education; *Sensory Training

ABSTRACT

GRADES OR AGES: Kindergarten to grade 3. SUBJECT MATTER: Sensory perception, its structure, function, and care. ORGANIZATION AND PHYSICAL APPEARANCE: One section with four-column pages. OBJECTIVES AND ACTIVITIES: The material is divided into columns of reference-to-be-given, major understanding and concept desired, suggested teaching aids, and supplementary information for teachers. INSTRUCTIONAL MATERIALS: List of books, pamphlets, films, and filmstrips are appended. STUDENT ASSESSMENT: None provided. OPTIONS: None provided. (JA)

ED 075435

RECEIVED
DEC 14 1972
NMSU
E.R.I.C.

PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES

HEALTH

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY

STRAND I
PHYSICAL HEALTH

SENSORY PERCEPTION FOR GRADES K-3

SPECIAL EDITION FOR EVALUTION AND DISCUSSION

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
THE CURRICULUM DEVELOPMENT CENTER/ALBANY, NEW YORK 12224

SP 006 443

FILMED FROM BEST AVAILABLE COPY

STRAND I

AREA 3 SENSORY PERCEPTION

OUTCOMES - KINDERGARTEN THROUGH 3rd GRADE

Children in kindergarten through the 3rd grade should be able to:

- understand what our senses are and what they do for us
- realize that we depend on our senses all the time
- recognize the need to take care of eyes and vision
- recognize the need to take care of ears and hearing
- learn rules for protecting eyes and ears from injury and infection
- cooperate in vision and hearing tests
- understand that some people have to wear glasses to help them see, and hearing aids to help them hear
- be willing to wear aids if needed

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
I. Our Basic Senses	We have a sense of sight and a sense of hearing.	Discuss: 1. What are some of the things we see everyday? 2. What are some of the things we hear everyday? 3. What are some of the things we could not do everyday if we could not hear or see? How do our eyes and ears keep us safe?	Our senses of sight and hearing help us understand everything around us so we can enjoy life and be safe and healthy.
A. Seeing	Our eyes help us to see.		The child in Kindergarten, first and second grades (ages 5, 6, 7) is normally far-sighted and should not be required to spend much time looking at small things. He does not have complete eye coordination.
B. Hearing	Our ears help us to hear.	Have the children mention some of the things they see in the classroom. Have the children close their eyes and tell what they hear.	By third grade, or age 8, the child's eyes should be ready for near accommodations. Near sightedness begins to develop in some children. The child in early elementary grades needs a listening ear and will like rhythms and dances. Observing the child for possible defects in vision and hearing is important.
C. Other senses	We also have senses of touch, smell, and taste.	Play "Blind Man's Buff" game to illustrate how we use our senses of touch, smell, and sound to identify objects as well as sight.	The emphasis on the senses at these grade levels is better kept in the area of vision and hearing.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Identify objects by taste, odor, sound while blindfolded. You might do this by teams. Correct responses get 1 point and the child goes to the end of the line.	
II. Our Eyes and Vision			
A. Function of the eye	We use our eyes to help us learn.	Explain that what we see comes from light and that our brain tells us what we see. The eyes pick up the light.	Our eyes help us to know many things: our mother, father, sister, brothers; our house; our street.
		Have children tell about a recent trip to the zoo, a farm, the fire station or a supermarket. Ask them to mention all the things they learned because they could see.	Children gradually learn to use their eyes to direct their hands for dressing themselves, eating, toilet care, opening doors, telling time, hanging up own clothes, and so forth.
		Ask the children to tell what their eyes told them about safety and the rules that use the work "look" (crossing the street, throwing ball, seeing the animals).	
		Play "What can you see in 1 minute?"	
	Vision is one of the most valuable of our senses.	Play "Pinning the tail on the Donkey."	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Talk about how vision helps them play. Have children talk about how their vision helps them take care of their own needs.	
	Animals need good eyes too.	Show pictures of eyes of different animals. Talk about kinds of animal eyes (See in dark, cat sleeps with eyes open, fish, and others).	Send for poster on animal eyes from Better Vision Institute.
B. Protection and care	We must care for our eyes so they will work for us.	Ask children what happens to their eyes when they go to sleep. Talk about what they have learned about food and nutrition. Show pictures of the foods we should eat every day and indicate which ones are specifically good for eye health. Ask children to tell what they learned about protecting their eyes. Have children think about play activities which might injure eyes.	Stress the fact that we rest our eyes as well as our bodies when we sleep. Point out that we rub our eyes when we are sleepy. To care for our eyes we should . eat good food . get enough sleep and rest . keep hands away from eyes and face to avoid infection . protect eyes from injury and strain . cooperate in taking vision tests The most frequent cause of eye injuries in children come from blows, sharp

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			objects, falls, fireworks, and missiles. Examples: . Throwing sand, dirt, salt, pepper . Playing with darts . Playing with sharp scissors or tools . Playing with strong cleansing materials - clorox, ammonia, soap powder
	Accidents to children usually take place when there is inadequate adult supervision.	List some eye safety rules. Make copies to send home.	Some suggested rules are: . Don't throw rocks or sticks. . Be careful not to hit or kick each other in play. . Don't stand close to batter or catcher in a ball game. . Keep your eyes on the ball when in a game. If not playing, stand away from the action. Be careful to avoid collisions when running, skating or riding a bicycle. Do not shoot toy guns, slingshots, or pea shooters. Keep away from BB guns, air rifles, dynamite caps, and any explosives.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			Play in safe areas. Don't touch household cleansers. Report to parent or teacher immediately if something gets in your eye. Send for Information Bulletin - Vision I "Leisure Time and Eye Accidents" by Jane MacCallum. Bureau of Health Service, State Education Department, Albany, New York. The New York State Commission for the Blind publishes a leaflet on eye safety to send home to parents.
		Ask if any child recalls an eye injury he has had or seen.	Perhaps a child had to go to the nurse's office with something in his eye. Have him explain how painful it was. (Even a tiny speck of dirt will hurt.)
		Have children cut out and mount pictures of dangerous "playthings" for a bulletin board display.	Dangerous "playthings" could be pointed scissors, knives, pieces of glass, an ice pick, pointed dart, a screwdriver, bottle of ammonia, bleach, soap, or pepper.
		Talk about first aid care	It would be well to find

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		of the eyes. Ask the school nurse to talk to the class about care of the eyes and the importance of reporting injuries for first aid treatment.	out what the school's procedure is for first aid.
	We must avoid straining our eyes.	Talk about proper lighting on books and papers to avoid eyestrain. Talk about watching television for too long at one time.	Check the classroom for glare and shadows. Observe signs of eyestrain in children.
		Discuss the importance of resting eyes often while reading or looking at books.	Proper posture, proper distance of reading and writing materials, and adequate light should be stressed.
		Discuss some rules to follow to avoid straining the eyes.	Some good rules to follow are: 1. Books and papers should be held about 16 inches from the eyes. 2. Do not read or do close work in the bright sunlight. Avoid a dim light also. 3. Be sure to sit so that there are no shadows on your paper or book 4. Sit so that the light comes from behind and over the left shoulder

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			if you are right handed (opposite, if you are left handed) to avoid shadows. 5. Rest your eyes often by looking away from the work you are doing. 6. Avoid reading on buses, in cars, or any other moving vehicle.
C. Testing Vision	The school nurse or teacher tests our vision to find out if we can see well.	For the *first test in kindergarten* ask children to talk about having a physical examination and the various things the doctor looks for. Point out that just as the doctor looks at other parts of our body to see if they are normal, so must we test our vision to see if it is working properly. Explain that it is possible to test vision by playing a game. Demonstrate the E game and then show the Tumbline E Snellen Chart. Explain and demonstrate the use *of the occluder.*	Become familiar with the school's procedure for vision testing. Assist with tests so that details about individual children can be observed. Most studies indicate that 20 to 30% of elementary school children have significant visual defects. These are often not apparent to the teacher or parent and are discovered by appropriate tests. Undetected vision problems are among the most common cause of learning difficulties. Explain 20/20 vision (when standing 30 feet from the eye chart, you can see clearly what the normal eye sees at 20 feet).

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	We should have our vision tested every year.	Ask children to tell what they have learned about how children grow. Point out that children's eyes grow as their bodies grow and this is the reason for testing their vision each year.	Notice if any children have glasses. Perhaps one has his first pair. Use this as a learning experience for the other children. Point out that some children have to have glasses to help them see well.
		Show film "See-Better, Healthy Eyes" (Coronet) to stimulate child's interest in eye care.	Send for and read "The Snellen Test for Visual Activity of Health" a State Education Department Bureau of Health Services bulletin. Albany, New York.
		Talk about differences in physical development of children and explain growth of the eye and the development of refractive errors.	
		Have children discuss the reasons for the classroom testing program. Children may not know they cannot see as well as others.	
	A vision test is different from an eye examination.	Talk about the differences between a vision test and an eye examination by a doctor.	It would be helpful to look over the reports of the class vision tests with the school nurse-teacher.
		Perhaps a child who has had an eye examination might tell about it.	This would reassure the children that there is nothing to fear and that glasses may make a remarkable difference in the child's vision.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	Some people wear glasses to help them see better.	A child who has glasses might explain how they help. Use a magnifying glass to illustrate.	It is advisable to caution children about care of eyeglasses.
III. Our Ears and Hearing	We use our ears to listen to sounds. Sounds tell us what is going on around us.	Explain that the ears pick up the sounds around us and send them to the brain which tells us what the sounds are.	Our ears help us to do many things: we hear our parents talk; we hear and enjoy music.
A. What our ears do for us	Ears pick up sound waves in the air. We could not learn to talk if we did not hear others talk.	Play "Who Called?" (close eyes-one calls-guess voice) Ask the children to cover the outer ears to shut off sound. Comment on how odd things seem without hearing someone talk.	Speech is normally controlled by hearing. It is the channel through which we learn to talk. This is clearly illustrated in the way a baby learns to talk.
		Discuss importance of hearing a car horn blow when we cross the street.	This activity can be correlated with a field trip.
B. The nature of sound	Sound waves travel through the air when objects vibrate. The outer ears pick up vibrations and the brain interprets what we hear.	Illustrate by plucking a tightly stretched wire or strike a tightly stretched membrane (drum) to vibrate it. Listen to a watch tick. Demonstrate types or sounds that we hear differently. Show the film "What is Sound?" (Young America). Compare the ears with an ordinary telephone receiver. Put a rubber band around	You might compare the way sound travels to the way a stone creates waves when dropped into water. Noises make sound waves that travel to our ears; a bell, a piece of wood, whistle or musical instruments make good examples of sound with high and low vibrations.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		a box and pull it to show how sound waves start.	
	Most of the sounds we hear travel through the air, but sound waves can travel better through solids and liquids.	Compare sound waves with waves made in a still body of water when volunteers drop pebbles into a pan of water.	Point out that the doctor listens to the sounds of your heart by listening through a stethoscope. It is possible for pupils to hear the heart by listening through a tube of rolled paper. Two tin cans connected by taut string will enable children to talk to each other on a telephone.
C. Protection and care	We must care for our ears so they will help us hear.	Show and discuss the film "Hear Better-Healthy Ears" (Coronet).	
	There are things we can do to protect our ears.	Draw up some rules for protecting and caring for the ears.	Some good rules to stress are: . never use hair pins or sharp objects to poke in the ears. If there is wax that has hardened let the doctor wash it out. . when washing ears, put wet wash cloth over the tip of your finger, wash .. inside the ear canal. . never hit anyone on the ears. . don't shout or make loud noises near

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			someone's ears. You could hurt the ear and cause deafness. . be careful to blow the nose gently and with one side open. . when an ear aches go to a doctor. . cooperate in having hearing tested periodically.
D. Testing hearing	There are ways to find out if our hearing is working properly.	For the first hearing test in kindergarten, prepare the children for the test ahead of time. Explain that an audiometer will be used. It is like a radio but you listen to sounds in it through earphones; the sounds are like airplane sounds. They may be loud, and they may fade away. Signal when you hear them by raising your hand each time. Listen to a demonstration talk about being airplane pilots or telephone operators. A whisper test is easy for the teacher to give.	Send to the Bureau of Health Services, State Education Department, Albany, New York for information on Sweep Check Hearing Test given on a pure tone audiometer. It will be helpful to observe the tester to become familiar with the procedure, and better prepare or reassure children concerning the testing program.
	Some people wear hearing aids to help them hear better.	Demonstrate the principle of a hearing aid by increasing the volume on a small radio to make the sound	Mention that we all will have some trouble hearing when we get older, so we have to speak clearly and

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		louder. Explain that an aid placed in or behind the ear can be used to make sound louder.	help older people listen.

STRAND I

Area 3-Sensory Perception

Grades K-3

References

BOOKS FOR TEACHERS

AMA and NEA. joint report. School health services. NEA. Washington D. C. 1964.
Carefield, Norton. Hearing. A handbook for laymen. New York. Doubleday and Co., Inc. 1959.
Davis, Hallowell & Silverman, G. R. Hearing and deafness; rev. ed. New York. Holt, Rinehart and Winston Inc. 1964.
Vail, Derrick, M.D. The truth about your eyes. The Crowell Collier Publishing Co. 1962.
Wheatly, G.M. & Hallock, G.T. Health observation of school children; 3d ed. New York. McGraw-Hill Book Co. 1965.

BOOKS FOR PUPILS

Adler, Irving & Adler, Ruth. Your ears. New York. John Day Co. 1963.
Aliki. My five senses. New York. Thomas R. Crowell Co. 1962.
Fryer, Judith. How we hear: the story of hearing. Minneapolis. 1962. (edical books for children)
Goodwall, Jane. Katy's magic glasses. Boston. Houghton-Mifflin Co. 1965.
Kohn, Bernice. Light. New York. McCann Inc. 1965.
Showers, Paul. Look at your eyes. New York. Thomas R. Crowell Co. 1962.
Zim. H. S. Our senses and how they work. Morrow.

FILMS

Eyes bright. Avis
Health and eyes. Eye Gate

FILMS (Con't)

Hear better, healthy ears. Coronet.
Our wonderful eyes and their care. Coronet
Your ears. Young America
Your eyes: ways we depend on our eyes. E. B. D. - Basic Life Science Program.

FILMSTRIPS

Using your senses. Life filmstrip
What is sound. An elementary discussion. McGraw-Hill

BULLETINS

Bureau for Physical Handicapped Children. State Education Department, Albany, N. Y. "The adjustment of the partially seeing child in the classroom".
Bureau of Health Services. State Education Department, Albany, N. Y. "The snellen test for visual activity", "The school program for the conservation of hearing".
Canfield, Norton. "You and your hearing". (no. 315) Public Affairs Pamphlets. 1961.
Harrington, D. A. "Services for the child who is hard of hearing". Washington, D. C. Children's Bureau, U. S. Government Printing Office. 1963.
MacCallum, Jane. "Leisure time and eye accidents". Bureau of Health Services, State Education Department, Albany, N. Y.
New York State Commission for the Blind. "Eye safety".
Boneii, Eleanor. "The hard of hearing child and his teacher". New York. League for the Hard of Hearing. 1964.
The University of the State of New York. The Education Department. Bureau for Physically Handicapped Children. "Are you using special educational services for the child with a hearing loss"? 1963.
U. S. Department of Health, Education, and Welfare. "Hearing loss". Washington D. C. U. S. Government Printing Office. Public no. 207, rev. Jan, 1964.

ORGANIZATIONS AND AGENCIES

Alexander Graham Bell Association for the Deaf, Inc. 1537 35th St., N. W. Washington, D. C.
American Hearing Society, 919 18th St., N. W. Washington, D. C.
American Medical Association, 535 N. Dearborn St., Chicago, Illinois.
American Speech and Hearing Association, 1101 Connecticut Avenue, N. W. Washington, D. C.

OGRANIZATIONS AND AGENCIES (Con't)

Better Vision Institute, 650 Fifth Ave., New York, N. Y.
National Society for the Prevention of Blindness, 16 E. 40 St., New York, N. Y.
New York State Commission for the Blind.
New York State League for the Hard of Hearing, 71 West 23 St., New York, N. Y.
U. S. Department of Health Education and Welfare Children's Bureau, Washington, D. C.

COMMERCIAL COMPANIES

Marco Company Inc., Minneapolis, Minn.
Sonotone Corporation, Elmsford, N. Y.
Zenith Radio Corporation, Dickens Ave., Chicago, Ill.

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1984	Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D., D.C.S., Chancellor	New York
1970	Everett J. Penny, B.C.S., D.C.S., Vice Chancellor	White Plains
1978	Alexander J. Allan, Jr., LL.D., Litt.D.	Troy
1973	Charles W. Millard, Jr., A.B., LL.D., L.H.D.	Buffalo
1972	Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D.	Purchase
1975	Edward M. M. Warburg, B.S., L.H.D.	New York
1977	Joseph T. King, LL.B.	Queens
1974	Joseph C. Indelicato, M.D.	Brooklyn
1976	Mrs. Helen B. Power, A.B., Litt.D., L.H.D.	Rochester
1979	Francis W. McGinley, B.S., LL.B., LL.D.	Glens Falls
1980	Max J. Rubin, LL.B., L.H.D.	New York
1971	Kenneth B. Clark, A.B., M.S., Ph.D., Litt.D.	Hastings on Hudson
1982	Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D.	Syracuse
1983	Harold E. Newcomb, B.A.	Owego
1981	Theodore M. Black, A.B.	Sands Point

President of the University and Commissioner of Education
Ewald B. Nyquist

Deputy Commissioner of Education
Herbert F. Johnson

Associate Commissioner for Instructional Services
Philip B. Langworthy

Assistant Commissioner for Instructional Services (General Education)
Bernard F. Haake

Director, Curriculum Development Center
William E. Young

Chief, Bureau of Elementary Curriculum Development
Robert H. Johnstone

Director, Division of General Education
Ted T. Grenda

Chief, Bureau of School Health Education
John S. Sinacore